



# Electronic Data Reporting Template

## Guidance Activities Results Report (Large Group)

**School:** Escalante High School

**Target Group:** High school students in core classes

**Target Group selection is based upon:** The goal of the school improvement plan to improve scores on standardized testing.

### ABSTRACT

A goal of the school improvement plan, as well as the counseling office, is to work to improve student scores on standardized testing. The large group data project I chose to do is to see how the student's use of UTIPS has affected their scores on standardized testing.

### PROJECT DESCRIPTION

#### Introduction

In the academic/learning development area, we built our plan around improving student competencies in the following areas through using UTIPS programs to prepare for core testing.

- AL:A2.2 Demonstrate how effort and persistence positively affect learning
- AL:A1.3 Understand individual strengths and how to remediate or compensate for weaknesses
- AL:A3.1 Develop basic skills (in math, reading, writing, technology, etc.)
- AL:A3.2 Learn and apply critical thinking skills
- AL:C1.4 Use problem-solving and decision-making skills to assess progress toward educational goals

#### Participants

- All students 9<sup>th</sup>-12<sup>th</sup> grade in each of their core classes.
- 67 students participated in 1 or more classes with core testing.

#### Method

- Guidance Curriculum – Students were given a discussion on the importance of core testing. Connections between core testing and classroom learning were made. Information on test preparation and scoring outcomes were also provided to the students. Additionally, teachers reiterated the importance of preparing for and doing well on core testing throughout the year.
- Curriculum and materials used – Each student was taught curriculum from the Utah core for the class they were taking. Students had access to computer labs where they had access to the UTIPS programs.
- Project start and end dates – This project was carried out through the 2007-2008 school year.

- Class/Subject in which lesson will be presented – The lessons were given in all math, science, and English classes.
- Evaluation methods – The results will be evaluated by comparing this year's core testing scores to last year's baseline scores where UTIPS were not used.
- Counselor – LuAnn Roundy

## RESULTS

Results are not available yet for comparison. When scores come back they will be compared to prior years test results to determine if the UTIPS program had a positive effect on student scores on core testing. Scores will also be broken down by grade to ensure that each grade is compared to their previous performance and not another grade's performance.

## DISCUSSION

This data project is ineffective at the moment because of the lack of outcome data. Once the data is available it should give insight into the effects of student test practice through the UTIPS program. Anecdotally, student response seems to be positive regarding performance on core testing. Students reported feeling good about their performance as well as feeling prepared in that they had an understanding of what the format of the test would be. Once information is available scores will be compared and if UTIPS are found to be effective they will continue to be used as a test preparation tool. If there is little change then the UTIPS program will continue to be used with additional interventions set in place. If the results show that students performed worse than the baseline then UTIPS might no longer be used – though from student's responses it is not likely that student scores, as a whole, will be worse than the baseline.

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Principal's Signature

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Date

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Prepared by



## Electronic Data Reporting Template

### Closing the Gap Results Report (Small Group)

**School:** Escalante High School

**Target Group:** Juniors and Seniors with sections of the UBSKT test not yet passed for graduation

**Target Group selection is based upon:** As a school community we are all working to help student succeed, including succeeding in passing the UBSKT.

### ABSTRACT

This project was set to help students in the 11<sup>th</sup> and 12<sup>th</sup> grades who had not passed 1 or more sections of the UBSKT test. Additionally, this project coincides with the school improvement plan which promotes improved student scores on standardized testing. By having a 20 minute class daily (academic enrichment – AE) which specifically concentrates on improving skills needed on the UBSKT test.

### PROJECT DESCRIPTION

#### Introduction

- Outcomes -
  - AL:A1.1 Articulate feelings of competence and confidence as learners
  - AL:A1.3 Understand individual strengths and how to remediate or compensate for weaknesses
  - AL:A2.2 Demonstrate how effort and persistence positively affect learning
  - AL:A3.1 Develop basic skills (in math, reading, writing, technology, etc.)
  - AL:A3.6 Apply the study and homework skills necessary for academic success
  - AL:C1.4 Use problem-solving and decision-making skills to assess progress toward educational goals
- Intended Student Behavior – Students will have the tools necessary to pass all sections of the UBSKT before high school graduation.

#### Participants

- 7 students (6 students made up 1 section and 1 student made up 2 sections)
- Students who did not pass at least 1 section of the UBSKT.

#### Method

- Guidance activities – All EHS students attend an AE class 20 minutes daily where skills needed for passing the UBSKT test are taught. Each AE class is put together based on individual student's scores so that students at similar levels work together.
- Resources – Escalante High school staff
- Project start and end dates – AE classes take place during the entire school year.
- Evaluation methods – Individual student scores will be tracked to see whether students passed the UBSKT or not.
- Counselor – LuAnn Roundy

**RESULTS** None of the students who re-took sections of the UBSKT were able to pass, though all but 1 improved from October 2007 to February 2008.

**Seniors with 1 or more section of the UBSKT failed**

	Reading	Math	Writing
<b>Senior 1</b>			
Feb. 2007	157	158	139
Oct. 2007	162	175	158
Feb-08			157
<b>Senior 2</b>			
Feb. 2007	156	163	150
Oct. 2007	151		
Feb-08	157		169
<b>Senior 3</b>			
Feb. 2007	164	155	
Oct. 2007		159	
Feb-08		150	
<b>Senior 4</b>			
Feb. 2007	155	156	150
Oct. 2007	155	175	178
Feb-08	157		

**Juniors with 1 or more section of the UBSKT failed**

	Reading	Math	Writing
<b>Junior 1</b>			
Oct. 2007	153		151
Feb-08	159		144
<b>Junior 2</b>			
Oct. 2007	141	173	162
Feb-08	152		
<b>Junior 3</b>			
Oct. 2007	144		163
Feb-08	147		

## DISCUSSION

Despite the fact that none of the students were able to pass all sections of the UBSKT test, valuable information is available. Many of the students were able to come very close to passing – 4 of the students who re-tested came within 3 points of passing. Additionally, each student (other than Junior 1 in writing) made improvements in their scores. Therefore, though each student was not able to pass, it seems that the interventions seem to be at least somewhat effective.

In looking forward it is important to note that of the seniors tested all 4 are ELL students and 3 of the 4 are also in the resource program. 2 of the 3 juniors tested are in the resource program. The AE program seems to be effective and additional interventions might be necessary for resource and ELL students to ensure they are getting all the tools they need to pass all sections of the test.

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Principal's Signature

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Date

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Prepared by